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University of San Francisco

**Integrating Chinese Culture into English Textbooks for EFL Teachers in  
Lesson Plans**

A Field Project Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

By  
Kexin Lu  
May 2020

# **Integrating Chinese Culture into English Textbooks for EFL Teachers in Lesson Plans**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

By  
Kexin Lu  
May 2020

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

  
Instructor/Chairperson

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Date

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## ABSTRACT

In recent years, second language teaching in China, especially English teaching, has developed rapidly, making significant progress, and training a large number of outstanding non-native English speakers. However, Chinese cultural knowledge and its English expressions are neglected, resulting in learners' weak ability to express Chinese culture by using their second language. Therefore, it is necessary to pay attention to the integration of Chinese culture in English teaching materials and improve China's second language education.

This project first analyzes the current situation of weak cross-cultural communication competence of English learners in China, then explains the reasons cause for this phenomenon, and finally proposes effective strategies to eliminate this phenomenon, such as the importance of integrating Chinese cultural knowledge in the English textbooks.

This project also includes a sample textbook that shows how to combine Chinese culture and English in the form of lesson plans, involves traditional Chinese festivals, places of interest, legends, and history. To help high-intermediate level to advanced level English learners improve their second language skills and cross-cultural knowledge.

## CHAPTER I INTRODUCTION

### **Statement of the Problem**

Nowadays, English is the most common language for international communication and the main language for communication between China and the world. However, when Chinese English learners learn English and the culture of English-speaking countries, their Chinese cultural awareness could be labeled as weak (Sun & James & Hu & Ng, 2017).

Some scholars have found through research that the degree of understanding of Western culture is significantly higher than that of Chinese culture (Yan & Fung & Liu & Huang, 2016). Most English learners cannot answer clearly and fluently when they are asked questions about Chinese culture. Scholars are surprised by this result because the education level of a large part of those English learners is high school students or even college students, and their second language level is almost reached the advanced level. According to English learners (Kamińska, 2014), they believe that learning foreign languages in their minds is mainly based on the target language. Only in this way can the target language be better acquired. As for their first language and culture, they do not need to deliberately study because they are in their native language environment every day. Most people think that if they want to learn the target language well, then they should also learn the culture of the target language (Sinha, 2017). Some even agree that teaching methods without a native language environment are needed. It can be seen that neither the second language learner nor the second language instructor paid enough attention to the first language and the first language culture. Due to the focus on the second language, many English learners do not know how to express their first culture clearly and lack understanding and expression of Chinese culture in cross-cultural communication.

On the one hand, they know the English culture very well and can talk to English speakers about English culture without any difficulty (Song, & Lin, 2018). When they want to introduce Chinese culture in English, it becomes a difficult task for them. They do not know how to introduce Chinese traditional festivals and customs, Chinese poetry, Confucius and Mencius, places of interest, and historical sites in English. Furthermore, many English teenage learners have become the mainstream of pursuing Western culture and values in the process of learning English and the culture of English-speaking countries, they are imitating the Western culture, and even their recognition of English-speaking culture is more than Chinese culture. Celebrating Western festivals such as Valentine's Day and Christmas, this tendency to worship the culture of English-speaking countries and looking down on Chinese culture is worrying.

On the other hand, English learners in China have always had English courses and examinations from their elementary school to university and even to work (Sun & James & Hu & Ng, 2017). English has become a necessary criterion for their academic success. In this situation, English language teaching has naturally been continuously strengthened. This may lead people to pay attention to English education and ignore Chinese education.

This phenomenon is undoubtedly a shortcoming of English education in China, which will also hinder cross-cultural communication in China. The problems for this phenomenon are as follows:

First, the existing English syllabus in China reflects the importance of cultural factors to a certain extent, but it has not formed enough understanding of the English language expression in Chinese culture (Ren, 2019). Due to the complexity of culture and language, there is no specific standard norm in Chinese culture in English teaching. Teachers teach Chinese cultural knowledge very seldom, which leads to the fragmentation of the cultural knowledge received by

English learners.

Second, teachers also need suitable teaching materials to support syllabus. Most of the English textbooks currently used in schools pay attention to cultural teaching, but the cultural content is English culture (Liu, 2018). During the teaching, teachers should involve Chinese cultural education, and the materials they used should be relatively new and focus on cultural content. Some English textbook editors believe that the content of Chinese culture will interfere with learners' learning of English. In fact, this misunderstanding ignores the effect of culture in the learning of the second language.

Third, English teachers themselves do not have a wealth of Chinese cultural knowledge, and excellent English expression skills cannot successfully train their students (Gu, 2016). For this reason, to improve the quality of English learners, the quality of English teachers needed to be improved first. Teachers should find cultural points in English teaching and compare these cultural points to guide and motivate English learners to use authentic English in Chinese cultural contexts.

In conclusion, cross-cultural communication is two-way communication (Lee, Brown, & Yeung, 2012). In teaching, we must not only pay our attention to the input of English culture but also the output of Chinese culture. Expressing Chinese culture in English is a need for cross-cultural communication and a pressing current need.

### **Purpose of the Study**

The key purpose of this project is to change traditional English teaching concepts and increase the part of Chinese culture in English teaching lessons. When the EFL (English as a Foreign Language) teachers need to help English learners to express Chinese culture by using their second language, this project may provide practical suggestions from three aspects:

First of all, teaching materials are the main basis for language teaching and the starting point for improving teaching methods. A good teaching material needs to consider its users. The teaching material plays a vital role in language education. In the process of teachers' teaching, the teaching material not only plays an important role as an important resource for learners but also is the main tool for learners' learning, as the main resource for learners' learning. Textbooks should concisely summarize a large amount of knowledge that people have accumulated over a long period of time, and express them in a way that students can understand so that students can learn the knowledge and the teaching materials can provide them with solutions when they are facing the problems. The cultural idea contained in the teaching materials and the values they express also affect the students who use them. The compilation of teaching materials must meet the learning ability, and the development level of the students must meet the characteristics of the students and must match the school and environment used. Ren (2019) pointed out that for the second language learners in the mother tongue environment, adding English texts based on Chinese culture is helpful to the learner's language understanding, and also helps more language accumulation and comprehensive language ability. Learning in a second language should not only be to learn another language and culture, but learners can learn about their own culture while learning a second language and continuously improve their cross-cultural communication skills. In a similar way, allow English learners in China to express Chinese culture correctly by using English. Some universities have even implemented the teaching reform for English learners (Ouyang, 2014), setting up courses with Chinese cultural content and their second language integration. Developed a series of English textbooks for humanities, society, geography, history based on Chinese culture. This kind of content-based teaching material has achieved an encouraging result. This can also demonstrate the feasibility and necessity of integrating Chinese

culture into second language education.

Furthermore, according to many scholars' analyses of English textbooks at different stages, the Chinese cultural background knowledge in English textbooks is not only in a small proportion but also the cultural information is out of date. This directly leads to a lack of understanding of the learner's own culture. Thus, not only the amount of cultural information should be guaranteed when designing the lesson but also the balance between cultures. In the classroom, teachers can choose topics related to Chinese cultures, such as traditional Chinese festivals, as well as famous attractions and local food culture. Students can prepare a few minutes of English oral presentations before class based on their interests. In the preparation, students can gather their information, and also can improve their self-learning ability, expand their vocabulary, and have some fun through interpreting Chinese culture in English.

Finally, second language education is a comprehensive project that included language and culture. This project could meet the practical needs of promoting Chinese culture and guiding English teachers and English learners to pay attention to the culture. To make up for the lack of Chinese culture in English textbooks, teachers need to use teaching methods and strategies to integrate Chinese culture into English teaching, so that learners can strengthen their understanding of the target language while strengthening the first culture and enhance cross-cultural communication skills. And with the development of society and culture, teaching is constantly changing. Teachers should provide the latest cultural materials, and also help learners to analyze different cultural differences in many ways. This kind of development is also a challenge for English teachers. It requires English teachers not only to master the knowledge and teaching methods but also to improve their cultural accomplishment. In their teaching, they help their learners to establish correct values and the understanding of culture through their behaviors.

## **Theoretical Framework**

There are three theoretical bases to support this project, Input-Output hypothesis, and Communicative Language Teaching (CLT).

### **Input hypothesis**

The input hypothesis was first proposed by the famous American linguist Krashen from the late 1970s to the early 1980s. Meanwhile, it is the most influential theory in second language acquisition research. Krashen (1985) states that language input plays an important part in second language development. The condition for language acquisition to occur is that the acquirer understands input language (listening and reading) that contains structure a little bit higher than the acquirer's current level of competence. As noted above, the language which learners are exposed to should exceed their current competence to understand the most parts of the language, yet still face the challenge of progress (Krashen,1985).

Input includes all the language fragments, such as words, phrases, and sentences, as well as fragments from other languages and so on. These fragments can be introduced through translation, comparison. In language learning, it refers to the language material with which the learner is exposed (Sharwood,1991). In classroom teaching, the effect of linguistic input is closely related to the strategy of passing it on to students. It seems to be a direct and useful signal to convey semantic meaning (Anderson, 1981; Larsen- Freeman,1991; Nunan,1995). Language learning and acquisition cannot take place without it.

### **Output hypothesis**

Among many methods and approaches that aim to facilitate the development of the learners' first language, the role of output in SLA (second language acquisition) has not been fully explored. Finally, Swain put forward the output hypothesis theory relating to SLA. In her



work, she found immersion students in Canada can get a rich source of comprehensible input, but their language performance still failed to reach their goals. That is, they can obviously be identified as non-native speakers (Swain, 1982,1995). Swain's hypothesis about the role of output in foreign language learning has expanded our scope and deepened our understanding of how the output production process can facilitate the learning process. All her ideas about output can be concisely summarized in one sentence: In a specific context, the production of the target language by the learners can promote their learning process, thereby leading to their improvement of the target language (Swain,1995).

### **Communicative Language Teaching**

Another theory based on the project is Communicative Language Teaching (CLT). According to CLT (H. Douglas Brown, 2014), four characteristics make the approaching special:

1. The goals are focused on communicative competence rather than grammatical competence or linguistic competence.
2. In order to guarantee learners in pragmatic, authentic, functional use for meaningful purposes, language techniques are involved in teaching.
3. Fluency and accuracy are seen as the fundamental complementarity of communication skills. Sometimes fluency may have to be more important than accuracy for learners to meaningfully participate in daily language use.
4. When learners attending the communicative course, learners have to use the language effectively in those contexts they may not even be familiar with. In other words, it is important for teachers to choose the appropriate classroom activities to assist in teaching while using the communicative language teaching approach.

This means that the course or lesson plan is based on a topic, and the learner gains communicative competence in the context of learning certain topics in the subject area (Ellis, 1992). Useful information is delivered through the context and stimulates learners' interest to

learn. Learners are exposed to the language in a specific context, and they are engaged in activities that let them gain language competence automatically.

### **Significance of the Project**

The significance of the project can be explained by the lesson plans about how to integrate Chinese culture into English teaching lessons for second language learners. Second language learners can better absorb other languages and cultures only by better understanding their own language and culture (Lee, Brown, & Yeung, 2012).

According to this project, EFL teachers and English learners will strengthen their own Chinese cultural knowledge and English expression ability. Teachers are the organizers of teaching activities. An excellent EFL teacher must have the basic quality that all other subject teachers must have, as well as the special quality that a language teacher should have, such as solid grammar knowledge and high communication skills in the target language, and a wealth of theoretical knowledge and language teaching methods. When teachers increase their knowledge reserves, they can better integrate Chinese culture into their teaching.

At the same time, the project will let EFL teachers consciously cultivate an equal cultural view of English learners during the lesson. In addition, English learners will be guided to understand Chinese culture from another perspective, to understand cultural and linguistic differences, and to know how to appreciate their own language and culture. With the development of globalization (Melluish, 2014), frequent contacts between languages and cultures of various countries have been promoted, and cultural globalization has become a universally recognized thing. And with the rapid development of media technology, communication between different cultures has become increasingly convenient. When English learners have a deeper understanding of the similarities and differences between those two cultures, this will help English learners avoid

cultural misuse in future cross-cultural communication. This lesson plan enables EFL teachers to help English learners improve their multicultural awareness and cultural sensitivity while mastering a second language. On the contrary, compared with the connotation of Chinese culture itself, there is a huge contrast between the spread of Chinese culture and the influence of Chinese culture on the world (Ouyang, 2014). Some people from other cultures are not familiar with Chinese culture and are not familiar with Chinese history and the current situation, which makes them have a huge misunderstanding about China. Cultural misunderstandings often lead to conflicts between different cultures. Hence, improving the cross-cultural communication ability of foreign language learners in China is not only strengthening the spread of Chinese culture but also helping to promote world peace and development.

It is also certain that the project will develop English learners' cross-cultural communication skills and spread Chinese culture and balance the output and input skills of English learners. According to Krashen's comprehensible input hypothesis (Krashen, 1985), without input, second language learners cannot learn a language. Teachers' appropriate input in the classroom can foster second language learners' motivation and arouse their interests. This hypothesis has led many EFL teachers to focus on what needs to input and how to input. In my opinion, teaching with only input and no output is insufficient for achieving learners' competence. Perhaps people can consider the input as a tool. The output is the final goal in second language teaching. Therefore, input and output need to be complete harmony in language teaching. In particular, their comprehensive language skills enable them to communicate with others in English in their study, work, and social interaction (Hussain, 2018). In other words, it can effectively reduce the occurrence of low English expression of Chinese culture.

### **Definition of Terms**

**EFL:** English as a Foreign language. (H. Douglas Brown, 2014)

**ESL:** English as a Second language. (H. Douglas Brown, 2014)

**SLA:** Second Language Acquisition. (H. Douglas Brown, 2014)

**Cross-cultural communication:** (Also known as **Intercultural communication**) A research area that studies how people from different cultural backgrounds are transferring information across cultures. (Warren, 2017)

**Cultural aphasia:** A phenomenon in which one's first culture cannot be expressed in another language in cross-cultural communication. (Wang, 2013)

**CLT:** Communicative Language Teaching. (Ellis, 1992)

## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

In the first chapter, the specific content of the project and the importance of the project is mentioned. It analyzes the phenomenon of the current situation in second language education in China, and the reasons may cause the phenomenon. Furthermore, the first chapter gives the expected results of the project and the theoretical basis that help this project. In the end, the possible strategies used in the project to improve the English teaching materials also be discussed in this part.

With the increasing frequency of communication between so many countries around the world, the culture of a country can be exported during cross-cultural communication (Warren, 2017). It can also continuously improve the scope and influence of culture through cross-cultural communication. In general, cross-cultural communication skills include many aspects related to both the culture and language (Na, 2011). Although in the development of English education in China, EFL teachers recognize the importance of developing cross-cultural communicative competence (Ren, 2019). However, due to the traditional teaching thinking, EFL teachers only care about the cultivation of the language competence of second language learners, but they have weakened the learning of culture (Song, &Lin, 2018). As a result, many English learners in China do not know quite enough about the cultural connotation of their first language, nor can they learn the language in depth. Influenced by the traditional thinking of EFL teachers (Sun & James & Hu & Ng, 2017), the English teaching goals and assessment standards of many Chinese schools do not involve cross-cultural communicative competence. The cultivation and improvement of cross-cultural communication skills in second language teaching is a

requirement of social development and the practical need of second language learners in China (Ren, 2019).

This review of literature is comprised of several aspects. The first thematic section explores the impact of culture and language. It reflects the indispensable factors in cross-cultural communication. The second thematic section analyzes the problems of English education in China and the reasons for these problems. The third thematic section focuses on improvements in teaching methods. According to the existing problems, it proposes feasible ways to solve the problem.

### **Language and Culture in Cross-Cultural Communication**

Language is a system of arbitrary vocal symbols used for human communication. Each language reflects the culture and has a rich cultural significance. Language is bound by culture, and it changes with culture (Warren, 2017; Brown, 2014; Ceyhan-Bingöl, & Özkan, 2019; Na, 2011). Language can also influence culture. It can reflect the characteristics of a nation or a culture, including not only historical and social background but also people's attitudes towards life, lifestyle, and patterns of thinking.

To begin, Na (2011) proposed that language has two basic functions: one is to serve as a tool for communication; the other is to serve as a tool for people's thinking. It must constantly create new words to reflect new things and new concepts, and it must constantly eliminate old words or change the meaning of words to meet the needs of communication. At the same time, it could also change the meaning and usage of original words and the way of matching between words to diverse means of language expression. A language can only be developed by people of the same culture. Groups of different cultures cannot create the same language. Even if different groups use the same language, that language will evolve after a considerable period of time. The

most typical examples are today's American English, Canadian English, Australian English, and so on.

Warren (2017) points out that the cross-cultural communicative competence refers to the ability of a person or group to exchange information with another person or group whose cultural background is different. If we use language for the inappropriate occasion, it does not achieve the purpose of communication. Secondly, learning a foreign language requires not only mastering grammar, vocabulary, and idioms, but also knowing how native speakers view things, how to observe the world, and how they use their language to reflect their thoughts, habits, and behaviors. In this way, cross-cultural communication competence is a combination of language skills and cultural knowledge.

Brown (2014) also looked at cross-cultural communication by means of cross-cultural communication, people from different cultural backgrounds will face cultural differences and even cultural conflicts. This requires the teaching of communicative rules to be included in language teaching. Even if a person masters the rules of language, he may also make mistakes in cross-cultural communication. In many cases, language learners are accustomed to using their first cultural perspective to judge other cultures. In other words, they are easily interfered with by their first culture in cross-cultural communication. In foreign language learning, one can easily learn something similar to their first culture. All in all, despite the interference in foreign language teaching, the understanding of different cultures and the comparison between cultures is very necessary.

In the context of globalization, people from different countries and cultures in the world are getting closer and closer, and English has gradually developed into a Lingua Franca (Ceyhan-Bingöl, & Özkan, 2019). This article starts from the concept of ELF (English as a Lingua

Franca), first analyzes the reason why English has become a Lingua Franca, secondly explains the problems of traditional linguistic studies in the relationship between language and culture, and specifically analyzes how language and culture interplay in the context of Lingua Franca. In the article, the concept of Lingua Franca is proposed, which refers to languages commonly recognized by people with different first language backgrounds and selected as the common language used in communication between them. For a language to become the universal language of the world, it is necessary for this language to have mandatory learning needs for people with different first language backgrounds. This necessity not only includes whether the culture of this language has enough influence in the world or not so that people with different first language backgrounds have the need to learn this language for communication. What is more important is whether the language itself has the characteristics of becoming a strong cultural output language. As a tool for cross-cultural communicators to communicate with each other, these two points are complementary and indispensable. China has the largest English language learning population in the world, so it is worth to study Chinese English learners and to see how they learn their second language.

### **Analysis of Chinese Cultural Aphasia**

In cross-cultural communication, English learners in China generally have serious "Chinese cultural aphasia" when they are learning a second language. They lack Chinese cultural knowledge and cannot accurately use English to express Chinese culture (Sun & James & Hu & Ng, 2017; Ren, 2019; Gu, 2016). However, at present, there are still some controversies and inconsistencies when involving cross-cultural issues. Some people still believe that only mastering Western culture can make cross-cultural communication proceed smoothly (Li & Liu,



2015). As for Chinese culture, it is less important, it will not have more impact than Western culture on cross-cultural communication, and it does not need to be taken seriously.

Sun & James & Hu & Ng (2017) pointed out: "Many Chinese young scholars have a very good level of English proficiency and competence, but during communicating with other English speakers, it does not reflect the cultural literacy and independent cultural personality that Chinese scholars should have..... more or less presenting Chinese cultural aphasia, and even showing poor Chinese cultural knowledge in daily communication in their first language, undoubtedly, this is a drawback in basic English education in China." English learners in China generally have a low level of Chinese cultural knowledge, lack of relevant vocabulary and expressions, and lack of cross-cultural communication experience. Consequently, English learners are basically unable to effectively express Chinese cultural information in their second language. This phenomenon has a worrying impact on English education in China. This fully illustrates the need for the preparation and improvement of textbooks for English learners in China.

Liu & Han & Dun (2015), those scholars have investigated students against Chinese and English cultural backgrounds. The test subjects were college students who were majoring in English language and literature. There were 60 Chinese and English traditional cultural knowledge quizzes in the test content. Half of the questions ask students to answer related to Chinese cultures, such as letting the tester explain Confucius and Mencius. And the other half of the questions are related to Western cultures, such as explain "Christmas" or Shakespeare's four tragedies. The entire Q&A process was in English. The test result showed that the correct rate of the test subjects in the English culture questions is significantly higher than the correct rate of Chinese culture questions, up to 15%. Nearly 70% of the learners cannot clearly and fluently answer questions about Chinese culture. Later, a group interview was conducted on the test

students. 95% of the students liked English culture. According to the obtained test results of students, teaching materials they use do not stimulate their interest in learning Chinese culture, but also did not help improve students' ability to use English to express Chinese culture. The students thought that when learning English in school, their teachers are mainly based on the target language. Even more than 95% of the students agree with the teaching method without the first language environment. Before the test, most students were very confident about their cross-cultural communication skills and cultural knowledge, but after the test, they were surprised by the results.

Ren (2019) concluded one of the reasons for this phenomenon is that English teaching ignores the cultural exchange in language learning. Besides, the young generation in China is now keen to let themselves be more exposed to Western cultures, such as watching Hollywood movies, listening to English popular music, and so on. Western culture is highly valued in English teaching, but Chinese culture is often ignored, which leads people to know more about Western traditional festivals and customs. Western culture occupies such a large proportion in English textbooks, for this reason, English learners can only learn about the Western culture in the learning process, which is not conducive to the learning and understanding of Chinese culture. Too much emphasis on the culture of the second language and ignore its own culture is contrary to the original purpose of the second language education.

Mak (2016) discussed another reason in his paper, as the organizer of the language teaching process, the teacher's language, and cultural knowledge reserve is the first source for learners to acquire knowledge. At present, many educators lack their cultural knowledge, and there are only a small number of educators who have a high quality. English teachers should first change the traditional education doctrine, change the teaching preferences of focusing on basic language

teaching, and neglecting cultural teaching. English teachers themselves have a fair view of the differences between Chinese and Western cultures in order to attach cultivating learners' cross-cultural communication skills.

The result of Gu's 2016 study showed the existing English syllabus in China reflects the importance of culture to a certain extent, but it does not include enough part of English expression of Chinese culture. Due to the complexity of culture and language, there are no specific rules in Chinese culture in English teaching. Teachers only teach Chinese cultural knowledge very randomly, which leads to the cultural knowledge obtained by English learners is rare. The English textbooks are mainly based on Western culture, and the teaching of EFL teachers is also based on Western culture. In English teaching, EFL teachers may not be aware of the second language expression of Chinese culture for English learners, or they are aware of but do not access the authentic teaching materials. This has further led to English learners being speechless about Chinese culture during cross-cultural communication. In a word, the purpose of learning a second language is not only to communicate with people in the target language.

### **Effective Strategies for the Improvement of English Teaching in China**

When EFL teachers help English learners in China to express Chinese culture by using their second language, there are many effective strategies to apply. Many studies have shown that exploring more effective ways to improve the language ability of English learners can directly help English learners to the phenomenon of overcome Chinese cultural aphasia (Ren, 2019; Yan & Fung & Liu & Huang, 2016; Song & Lin, 2018; Vo, 2017; Dong, 2009; Zhu, 2010). Different cultural teaching concepts and learning concepts represent different understandings of the actuality of second language education and are the result of constant summing up of educational experience.

According to Ren (2019), the second language learners in their first language environment, adding English texts based on Chinese culture is helpful to the learner's language understanding, and also helps learners to acquire comprehensive language ability. In the process of designing the English materials, it is necessary to enhance the study of Chinese culture and increase the content of Chinese culture, especially the representative part of Chinese culture, traditional customs, and cultural values. Chinese culture has a long history and a wide range of cultural content. It is impractical to systematically train a large number of Chinese culture teachers who teach in English in a short period of time. Hence, good teaching materials are the basis for improving our teaching quality. First language culture often has a significant impact on a learner's comprehension, imagination, and aesthetic ability. When writing English textbooks, It is more conducive to combine real-life situations and let the first culture integrate into the textbook in various forms. It is worth noting that Chinese culture is complex and diverse. Teachers cannot cover everything when choosing teaching content, but they must choose classic and outstanding content.

Besides, Yan & Fung & Liu & Huang (2016) found out that in the classroom teaching, educators can adopt a variety of teaching methods, consciously integrate into the relevant Chinese culture, so that students can establish their own Chinese cultural knowledge framework in future extracurricular learning or self-study. By setting up a bilingual course in Chinese culture or encourage learners to read English books or articles about Chinese culture. While consolidating second language knowledge and practicing second language skills, it also greatly enhances learners' understanding of the Chinese culture. Zhu (2010) presented the analysis of the position of Chinese culture in English teaching should be further clarified in the design of the teaching lesson plan and English teaching classes. Schools can try to set up some English classes

on Chinese cultures, such as Chinese tea culture, Chinese medicine, and martial arts, which are provided for learners to familiarize and understand Chinese culture.

Song, &Lin's 2018 study showed teachers themselves must have excellent language skills, in order to give the English learners the right guidance in the teaching process. Only the educators have a new awareness of improving expression ability, and the learner's ability to express Chinese culture will be improved. In the actual teaching class, EFL teachers should teach language skills to English learners appropriately, provide learners with opportunities to practice the second language, and adjust their teaching methods based on learners' feedback.

Comparatively, Vo (2017) explored that EFL teachers should not only have the language knowledge reserve but also a strong sense of responsibility to teach the culture. EFL English teachers' on-the-job training can increase the part of cultural education and introduce them to English teaching. Let learners learn more language expressions of culture. EFL teachers can mention more about Chinese culture in their daily teaching. This finding can be reflected in the project by guiding learners to read some English literature with Chinese culture from the classroom, or by guiding learners to watch English movies about Chinese culture. Let learners unconsciously learn Chinese culture in the process of learning a second language.

Dong (2009) highlighted language learning should be practical, especially some English learners have accumulated a large number of vocabulary and mastered grammar after more than ten years of second language learning. With an emphasis on English language output, EFL teachers should create opportunities for learners to use English. It would also help to presentation in different Chinese festivals, EFL teachers can discuss with learners the origin of these traditional festivals and how to celebrate them, such as the Spring Festival, Dragon Boat Festival, Mid-Autumn Festival, etc. Combine classroom learning activities to stimulate learners'

interest in thinking and exploring the culture. This not only increases language output but also cultivates a learner's national pride. Next, teachers can put current affairs and news into the learning content so that learners can see how the vocabulary they have applied. In this way, learning a language with the real-life situations allows learners to learn the correct language expression and cultivate their language usage habits. In the same way, let students develop learning motivation for cultural learning.

On the whole, in English teaching, since cross-cultural communication is mentioned, cultural differences will inevitably occur, so language teaching should be combined with cultural teaching. Making language learning less difficult and help learners master the language. Teachers can take advantage of the resources to diversify teaching content, stimulate students' interest in culture learning, encourage learners to learn independently, continuously strengthen the interaction between the first language culture and the target language culture, and establish an equal cultural value.

### **Summary**

In this chapter, the literature review focuses on why the English learners in China have a weak ability to express their first culture, what will this problem affects on cross-cultural communication and how to solve this problem. From the perspective of both educators and learners, the teaching materials, teaching method, and the quality of language instructors all mainly affect learners' language ability in cross-cultural communication.

In the first section, Na (2011) first proposed that language has the function of communicating and expressing ideas, as well as its specificity and changeability. Brown (2014) came up with different cultural backgrounds and cultural differences. Warren (2017) also agreed that language is needed for the a suitable occasion. Both believed that learning a foreign

language requires knowing the culture behind the language and cultural teaching should be assimilated into language teaching. In the article by Ceyhan-Bingöl and Özkan (2019), it was mentioned that learning English as a second language is because English is already a *Lingua Franca*. Most people have studied or are learning this language. As a developing country, China recognizes the importance of foreign language education for social development. This is why nearly all the Chinese schools (from elementary school to high school) offer an English course and use English as one of the college entrance examination standards. They also cautioned that it is possible to help the second language speaker's own cultural output by using English.

The second section discussed the reasons for the phenomenon of Chinese cultural aphasia and how this phenomenon affects the cross-cultural communication ability among second language learners. Sun & James & Hu & Ng (2017) pointed out the phenomenon of Chinese cultural aphasia, and one of the reasons for this phenomenon was the unreasonable design of English textbooks for English learners. Liu and Han & Dun (2015) were also the people who proved the phenomenon of Chinese cultural aphasia through their investigation. Another reason is that cultural inequality in English teaching was summarized by Ren (2019). It gave the inspiration that the proportion of different cultures in English textbooks needs to be balanced. The third reason Mak (2016) discussed in his thesis is that the educators' own cultural knowledge reserve and language skills are also the keys to determining the cultivation of learners' cross-cultural communication competence. Similarly, the finding of Gu (2016) showed that the English course syllabus in China fails to play a role in developing culture.

The last section focused on what kinds of feasible methods and potential strategies can solve the phenomenon of Chinese cultural aphasia. Ren (2019) provided one of the solutions is those appropriate English materials are helpful to improve learners' comprehensive language

skills. The result is to strengthen the study on culture and increase the content of Chinese culture. The second solution was discovered by (Yan & Fung & Liu & Huang, 2016; Song & Lin, 2018; Dong, 2009). They found that educators can expand learners' opportunities to learn Chinese culture by using English materials and in some real-life scenarios. The third solution is that Vo (2017) proposed that the language knowledge reserve and cultural awareness possessed by English teachers are important influencing factors for English learners' cross-cultural communication competence.

To sum up, the phenomenon of Chinese cultural aphasia arises from the bias of some EFL teachers' language teaching concepts, the lack of some EFL teachers' own cultural awareness, the improper use of language teaching materials, and with the deep influence of traditional teaching methods leading to a single teaching method. And in this case, changing traditional teaching concepts, strengthening EFL teachers' own cultural language knowledge, improving English textbooks, and increasing the proportion of Chinese culture could be the feasible strategies.



## CHAPTER III THE PROJECT AND ITS DEVELOPMENT

### **Description of the Project**

This project is the English lesson plans focusing on Chinese cultural knowledge. It is designed for the EFL teachers who need to integrate Chinese cultural knowledge into their own teaching, or who need a sample lesson plan as a reference for creating their lesson plan. The target population will be the learners who want to improve their English language skills and Chinese cultural knowledge in cross-cultural communication.

The whole lesson plans consist of four parts: Language ability is measured in two active parts, speaking and writing. And two passive parts, listening comprehension, and reading comprehension. This project is divided into three lesson plans. Each lesson plan has a different theme. These include traditional Chinese festivals and authentic cuisine, Places of interest, Chinese legends, and history.

The entire time of each lesson is around 45 minutes to one hour. Warm-up activities are included in each lesson plan to help learners become familiar with key vocabulary. Objective questions include True or False, multiple-choice, matching questions, cloze questions, and cross-word puzzles to consolidate the learning outcomes of learners. Group discussion or group work is also provided to give learners the opportunity to communicate in spoken English. In this project, while considering the English learners to increase their cultural knowledge, it is also considering training comprehensive language skills of English learners.

After finishing the project, EFL teachers can master how to better integrate culture into their language teaching, and to help design and improve teaching materials for second language education in China. For English learners, they will be able to correctly express Chinese culture in a second language and have a deeper understanding of their own culture. Individuals who

provide teacher qualifications or student IDs can download this lesson plan for free through the website link.

### **Development of the Project**

The lesson plan is the core resource of the language course. A good English lesson plan can not only help teachers to cultivate learners' comprehensive English skills but also enable learners to improve their cultural reserves while learning the language.

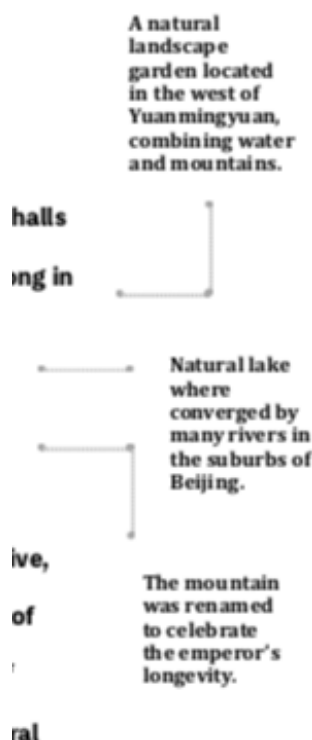
This project attempts to reform traditional teaching concepts and innovate the teaching style and content of English courses. This textbook is based on the investigation and analysis of the existing teaching content of English textbooks and the content that may be involved in cross-cultural communication in the future. It absorbs the advantages of existing textbooks and draws on the concepts of the latest language textbooks. As a book introducing Chinese culture, most of the selected essays in this tutorial are selected from English translation articles by Chinese scholars, publications and reports, articles on mainstream cultural websites, etc.

The design of each lesson is from simple to difficult. Teachers should appropriately adjust the content of teaching according to the different language levels of the learners. Learners should be given a tendency to penetrate the cultural knowledge involved. The lead-in and warm-up activities at the beginning can help learners get familiar with the overview of this topic, and at the same time, allow teachers to check the learners' own understanding in this area.



*Image 1.* Lead-in activity of the Project. Made by author.

In order to meet the needs of learners' language learning and cultural learning at the same time, this textbook also gives study assistance: new words and phrases, and cultural background knowledge will be annotated next to the article. Some articles are also attached to extended reading to facilitate learners.



*Image 2.* Notes on teaching material. Made by author.

In the form of practice questions, the lesson plans use a variety of forms, designed to develop learners' abilities in different aspects. In the content of the exercises, to help learners improve their grammar, vocabulary knowledge, and reading skills, the lesson plans have designed comprehension questions, reading skills training questions, and vocabulary application questions, such as paragraph information matching, outline note filling, information Filling, True or False, filling in blanks for choosing words. In order to strengthen learners' ability to express Chinese culture in English, the lesson plans have designed article analysis exercises. In addition, the lesson plans also involved critical thinking activities such as comparative questions and group discussions that combine their own experience.

Each lesson plan has set up a Mini-pedia section to supplement the relevant knowledge of the topic and help learners expand cultural knowledge.

## Mini-pedia:

Chinese Sites Inscribed on the World Heritage List (by 2019).

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage is irreplaceable sources of life and inspiration. The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity.

*Image 3.* Mini- pedia section of the Project. Made by author.

At the end of some lesson plans, a section of Useful Expressions is also set to present the common vocabulary and related expressions of the topic, helping learners improve their ability to express content related to the topic in English.

## Useful Expressions:

English expressions of Chinese myths and legends

the creation of the world; genesis; advance with giant strides

descendants of Emperors Yan and Huang

a mythical bird Jingwei tries to fill the ocean with twigs and pebbles

Eight immortals cross the sea with their unique divine capabilities; each of the people referred to uses his or her unique talents to achieve his or her goal.

Nüwa mending the sky

Kuafu chasing the sun

*Image 4.* Useful Expressions section of the Project. Made by author.

Through this project, EFL teachers can use a variety of teaching methods in teaching to enrich the opportunities for cultural expression in English classrooms and stimulate learners 'cultural thinking, thereby enhancing learners' cultural understanding and achieve learners 'cultural identity. When preparing for English lessons in advance, EFL teachers can arrange the learners some assignments so that learners can collect relevant information and material by themselves, and encourage learners to show their findings before the class, in the process to enable learners to understand the cultural background.

## The Project

The project in its entirety can be found in the appendix.



*Image 5.* Cover page of the Project. Made by author.

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

In cross-cultural communication, English as a language can help people express their own culture (Lee, Brown, & Yeung, 2012). However, in the second language teaching in China, since the content of the teaching materials rarely involves Chinese culture, the cultural awareness of English teachers is weak. As a result, once the first culture is involved, it is exposed that most Chinese learners know very little about it and how to express it correctly (Ren, 2019). This project aims to propose the importance of integrating Chinese culture in the textbook. It starts with analyzing the situation and problems of the English textbooks currently in use, and it is found that the Chinese culture in the English textbook is seriously missing. By providing suggestions and feasible strategies on how to integrate Chinese culture into English textbooks.

There are many reasons that could be responsible for this problem. First, scholars have made clear that English courses should be both functional and humanistic. While improving learners' ability to use the second language, EFL teachers need to cultivate learners' cross-cultural communication skills. But in the current English teaching, it is particularly obvious to pay too much attention to the function of language and ignore the humanity (Song, & Lin, 2018). It is embodied in the three elements of the classroom —teachers, learners, and teaching content, two of them focus on improving learners' listening, speaking, reading, and writing ability, that is, the function of language. Among them, the English textbook is the main reflection of teaching content, and the problems in the design process cannot be ignored.

Second, whether or not to incorporate Chinese cultural knowledge into the textbook is extremely important. Culture is the accumulation of knowledge in many aspects and is a basic purpose of cross-cultural communication (Samovar & Porter, 2001). In the context of



globalization, Western culture was introduced into China, and Chinese culture was greatly affected. The current English textbooks are based on Western culture and are mostly aimed at introducing Western culture (Liu, 2018). Too much emphasis on the second language culture, regardless of the first culture, does not help the learner to learn the second language. On the contrary, excessive attention to Western culture may cause learners to have a doubtful and unconcerned attitude towards their own culture because they do not understand their own culture, which in turn leads to a sense of cultural inferiority (Song, & Lin, 2018; Ren, 2019). Only by fully understanding the Chinese culture and objectively looking at the differences between different cultures can cultural confidence be enhanced. Culture learning is a basic requirement for cultivating cross-cultural communication talented person. In the context of globalization, the demand for cross-cultural communication skills is increasing. If they want to communicate effectively and appropriately with people from different cultural backgrounds, they need to learn other cultures on the basis of mastering their own culture (Warren, 2017). The lack of any aspect will cause the wrong development and results (Perry & Southwell, 2011).

Third, in English learning, the role of EFL teachers should be changed accordingly. In other words, they should become a deliverer of cultural knowledge, not just grammar and vocabulary input. Their knowledge reserves and teaching methods about Chinese culture may have a direct impact on learners' learning (Gu, 2016). Therefore, it is very important for EFL teachers to fully master cultural background knowledge and correct expression. In classroom teaching, EFL teachers should also guide learners appropriately. Teachers should help learners to form correct values and cultural views. To make learners realize that they want to achieve effective communication, they need to cultivate the ability to output their own culture.

From what has been discussed above, as Chinese English learners, English textbooks can be said to be an important resource for their English learning. Therefore, the quality of the teaching materials will have a great impact on the learners' language competence and cross-cultural communication skills. In general, there are the following problems in the teaching material: including the lack of Chinese culture, the lack of comparison between two cultures; Chinese culture is involved in the reading section in most cases, and it is basically not involved in listening and speaking practice; too much attention is paid to the basic level of cultural input, cultural input of advanced level is insufficient.

### **Recommendations**

The project suggests that the lack of Chinese culture in English teaching materials has been a long-term problem, and it cannot be solved in a short time. The project also suggests that solving this problem is not blindly adding teaching content, but consciously strengthening the part of the first culture while learning English. As the main basis for the development of English classroom teaching, teaching materials are urgent to be updated and reformed.

This teaching material is designed for learners with high-intermediate to advanced levels, which means that they have mastered English grammar and a certain amount of English vocabulary. For EFL teachers who intend to use this material during their teaching, it is necessary to determine whether the learner's second language ability is appropriate to use. Only when the learners have the ability to understand the input of teaching materials can they achieve the purpose of output training.

For EFL teachers who intend to revise or add new content on the basis of this textbook, the complexity of the teaching content should be considered. The narrow selection of cultural content has led to the problem of Chinese cultural aphasia. In order to give full play to the role of

textbooks in learning, it could refer to existing teaching materials and to enable learners to understand cultural differences through the comparison of Chinese and Western cultures. The difficulty in the output of culture may be due to improper input. Based on this, cultural input and output should be done simultaneously when designing teaching materials. This means that we may not only increase listening and reading Chinese cultural content but also focus on writing and speaking exercises. By using topics with Chinese culture, through reading and listening to achieve cultural input, oral expression, and writing exercises to achieve cultural output.

There is another problem in the integration of English teaching materials with Chinese culture; that is, the level of cultural input should be enough. This might lead learners to have partial knowledge of Chinese culture, and when expressing in English, they may stay at the primary level. Matching the appropriate content according to the learner's learning level and language ability, so as to ensure that Chinese culture could play its full role.

This project believes that there are some other possibilities that can be tried to solve the problem. English teaching is closely related to the design of the syllabus. In order to successfully integrate Chinese culture and target culture, a new English syllabus could be needed. The new English syllabus should not replace English courses, as this may improve learners' language competence and cross-cultural communication skills.

The current various English examinations do not adequately test the learner's cultural reserves, but only test the learner's second language communication skills and language level. Increasing the test of learners' cultural reserves in English testing is conducive to guiding the learning of cultural knowledge in the process of language teaching.

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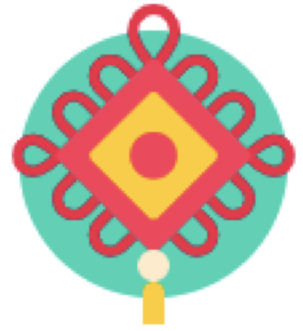
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## APPENDIX

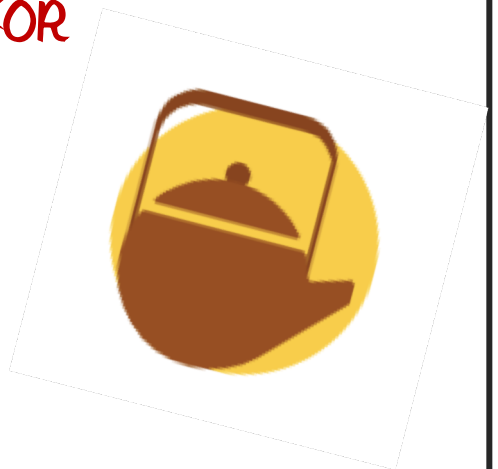
Integrating Chinese Culture into English Textbooks for EFL Teachers in Lesson Plans





# CHINESE CULTURE WITH ENGLISH

LESSON PLANS FOR  
EFL TEACHERS



UNIVERSITY OF SAN  
FRANCISCO

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# PREFACE

## Editor's Note

The *Chinese culture with English* series is comprehensive English language textbooks integrating with Chinese culture. The whole series is based on the cross-cultural communication research and the current situation of second language education in China, which emphasizes both training in basic skills and the development of cross-cultural awareness and English communication skills. The contents of the textbooks are ideal for achieving these goals.

## Objectives

### **STUDENT-ORIENTED.**

The textbook focuses on the explanation and teaching of language knowledge, as well as the cultivation of language skills, learning methods, and critical thinking. Guide learners to learn by doing tasks, activities, and exercises. Improve language skills and cultural reserves in a real language communication environment. The choice of the theme of the textbook is close to the needs of cross-cultural communication and meets the needs of learners' cognitive and emotional development. It can help learners expand their horizons and improve their comprehensive literacy.

### **MULTILINGUAL LEVEL CONTENT.**

The textbook constructs progressive difficulty content according to the characteristics of language learning. Not only fully develop learners' English input and output skills, but also focus on improving the ability to use English for academic. The textbook series also takes account of the fact that many Chinese learners will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.



### **CROSS-CULTURAL COMMUNICATION ENGLISH.**

The design of this textbook fully considers the interest of Chinese learners in traditional Chinese culture, which enables learners to supplement their short of knowledge of Chinese culture and meet the needs of learners to deepen their understanding of Chinese culture.

### **Suggestions for the Use of Textbook.**

A key feature of the series is that it aims to cater to the different needs of Chinese learners at different levels and locations. There is a rich array of learning activities in each lesson that will allow teachers the opportunities to select those activities that they consider best suited to their own learners. Teachers can also elect to use one, two, or all of the courses in the complete series based on their learners' English proficiency and the aims and objectives of the English curriculum in their own class. My hope, however, is that they will take advantage of the whole series.

Learners with a relatively good English foundation can speed up the teaching progress at each stage and can add some content to the textbook; for learners with a relatively poor English foundation, it is recommended to use the lesson one to help the learner consolidate the language foundation, Expand the curriculum when language skills are appropriate.

# LESSON 1



## Festivals & Cuisine

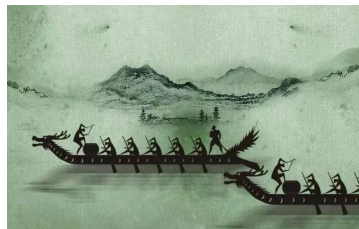
### Lead-in



Spring Festival



Lantern Festival



Dragon Boat Festival



Tomb-Sweeping Day



Mid-Autumn  
(Moon) Festival



Double-ninth Day



Double Seventh  
Festival



paper-cuts

**Match the traditional Chinese festivals in the pictures with their special events by putting each of the names in the corresponding cell.**

Festivals	Special Events
	Dragon boat races. Eating Zongzi. Drinking realgar wine.
	It was origin in romantic story between Zhi Nv and Niu Lang. Girls and young women in the past would do the needlework.
	Family reunion dinner. Giving new year's greetings. Playing fireworks and firecrackers.
	Climbing a mountain. Admiring chrysanthemum. Wearing cornel.
	Enjoying the full moon. Eating moon cakes.
	Eating rice dumplings on this day. Exhibit of lanterns and variety shows. Riddles written on lanterns.
	Offering sacrifice to their ancestors. Sweeping the tombs of the diseased.



## II. Pre- listening Activities:

### Introduction:

Kate and Ant, they are at the snow and ice festival in the northern city of Harbin, where many families come to start their celebrations of Chinese New Year.



**Ant Ansteht**



**Harbin**



**Kate Humble**



**Snow and Ice Festival**



**Lantern**

# Vocabulary

Let's take a look at the new vocabulary you may not know.



spectacular

- **Beautiful in a dramatic and eye-catching way.**

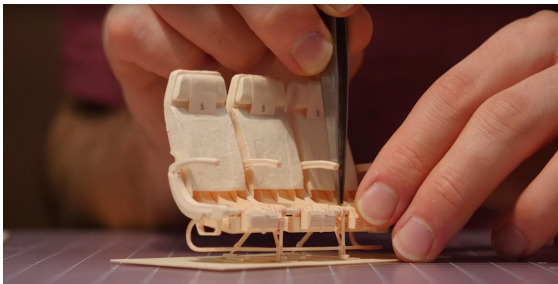
Example : The whole back wall is full of color which is very **spectacular** and very beautiful.



inventive

- **Ability to create or design new things.**

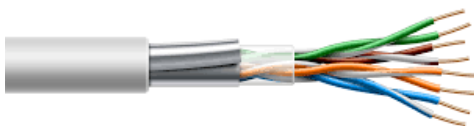
Example : She has a lot of time left to develop her skills and to become an **inventive** designer.



painstaking

- **Done with or employing great care and thoroughness.**

Example : Lots of **painstaking** research work went before we came up with the design.



cable

- **Wires used to transmit electrical or telecommunication signals.**

Example : This is one of the three wires in an electrical **cable**.

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 epic
 

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- **A work of art (such as a novel or drama) that resembles or suggests an epic.**
- 

Example : When he starts reciting **epic** poetry in gravelly French it is rather overwhelming.

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 endeavor
 

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- **An attempt to achieve a goal.**
- 

Example : Should effort and **endeavor** be punished or derided?

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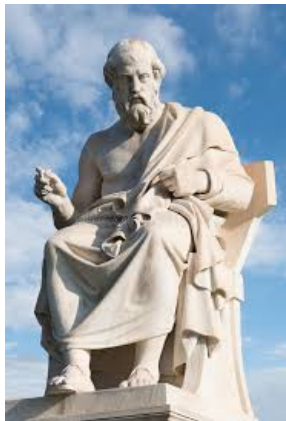
 sculpture
 

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- **The art of making two- or three-dimensional representative or abstract forms.**
- 

Example : Achieved by advanced computer techniques, it is pure **sculpture**.

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 froze
 

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- **It becomes ice or other solids due to extreme cold.**
- 

Example : Then came a sound that **froze** me.

---





## Cultural Schemata

Let's take a look at how to Celebrate the Chinese New Year in China.

- In the last days of the last month, people start cleaning houses, cutting hair, and buying new clothes in preparation for the new year.
- The houses are decorated with red paper scrolls and couplets, and people go to temples or in-home to burn incense to pay homage to their ancestors.
- On New Year's Eve, people like to set off firecrackers. Firecrackers herald the dispersal of evil spirits and welcome the arrival of the New Year.
- The family members in the north celebrate the New Year together and eat dumplings at the reunion dinner, while southerners favor glutinous rice pudding.

## Focus Questions

Discuss the following questions in pairs or in group.

1. Does every country or culture has its own New Year?
2. How does your family celebrate the New Year?
3. Do you know any special ways to celebrate the New Year?

### III. During- listening Activities:

Listen to the following dialogue at normal speed and answer the questions.

#### Ice Festival in Harbin

*Adapt from BBC documentary "Chinese New Year: The Biggest Celebration on Earth."*

**Kate : So far, you've just seen the Harbin in the daytime, but when darkness falls, it becomes even more magical. I'm going to leave you to witness the spectacular transformation that happens when night falls.**

**It's this that makes the Harbin ice festival famous the world over and brings in visitors from all over China. China is also becoming a popular destination for international tourists, especially from South Korea, Japan, the US, and Russia. This increase in tourism has meant that the festival designers have had to challenge themselves to become ever more inventive. This year, they've gone to town with this magnificent fairy tale castle.**

**The year's star attraction at the ice festival, it is the biggest ice sculpture that has ever been attempted here at Harbin. It stands 46.6 meters high, standing proud in the sky, and it's lit up by over 1 million lights. As you can see, it is the lights which really bring the festival to life. It looks very high-tech and modern, but actually, this is an ancient tradition going back centuries.**

**Ant : The red lantern is the classic emblem of China. In ancient times, they were used to mark the entrances of houses, and they soon became a sign of joy and festivity. At Chinese New Year, lanterns represent the light of hope. As early as the 1960s, the people of Harbin were unable to celebrate the New Year because they could not afford traditional lanterns, so they froze the water in the bucket, but placed candles inside, and the Snow Festival was born. The use of light as a symbol of celebration continues to this day. Almost every of the more than 2,000 buildings here has its own light display. Lighting design is as epic and endeavor as building an ice festival. The work to achieve this goal is staggering. The massive scale of operation means that the festival requires 230,000 meters of cable. That is, 13.8 million individual lights are carefully lit manually by the staff one by one; they will be able to illuminate all beautiful works.**



Walk or move unsteadily, as if about to fall.

## IV. Post- listening Activities:

### Listening Comprehension :

Listen the passage and choose the right options.

1. Where is the Ice Festival?

A. Beijing B. Hong Kong C. Harbin

2. Which of the following countries is not mentioned by Kate?

A. Vietnam B. Japan C. South Korea

3. How high is the year's attraction?

A. 16.6 B. 40.6 C. 46.6

4. What does the lantern represent in Chinese New Year?

A. Love B. Peace C. Hope

5. In the 1960s, what did people in Harbin use as light?

A. Fire B. Candle C. Gas

### Listening Comprehension :

Listen the passage and choose True (T) and False (F)

T F (1) When darkness falls, the ice festival will no longer be magical.

T F (2) The Harbin Ice Festival is the world-famous.

T F (3) The Ice Festival is created by the modern technology, and has nothing to do with tradition.

T F (4) The increase in tourism has put pressure on designers.

T F (5) Each individual light needs to be turned on manually.

## Listening Task :

Listen again and then fill in the blank with the correct word.

It's this that makes the Harbin ice festival famous the world over and brings in visitors from all over China. China is also becoming a popular \_\_\_\_\_ for international tourists, especially from South Korea, Japan, the US and Russia. This \_\_\_\_\_ in tourism has meant that the festival designers have had to challenge themselves to become ever more inventive. This year, they've really gone to town with this magnificent fairy tale \_\_\_\_\_.

The year's star \_\_\_\_\_ in ice festival. It is the biggest ice sculpture that has ever been attempted here at Harbin. It stands 46.6 meters high, standing proud in the sky, and it's lit up by over 1 \_\_\_\_\_ lights. As you can see, it is the lights which really bring the festival to \_\_\_\_\_. It looks very high-tech and modern, but actually, this is an ancient tradition going back \_\_\_\_\_.

## II. Pre- Reading Activities:

### Introduction:

The Dragon Boat Festival is a traditional festival origin in China. Now, the festival is held on the fifth day of May on the Chinese lunar calendar.



**Zongzi**



**Dragon boat racing**



**Realgar wine**



**Tying five colored rings**

# Vocabulary

Let's take a look at the new vocabulary you may not know.



Bamboo leaves

- 
- **The leaf that is harvested from the bamboo plant, which serves as a food wrap.**
- 

Example : Zongzi is the rice dumplings wrapped in **bamboo leaves**.

---



jujube

- 
- **The dried Chinese red date.**
- 

Example : There are some **jujube** trees in that courtyard.

---



glutinous rice

- 
- **Rice in the sense of being glue-like or sticky.**
- 

Example : Don't eat food that is round such as **glutinous rice** balls.

---



preserved pork

- 
- **Made by letting a slab of pork belly sit in brine or salt for a while to preserve it.**
- 

Example : We usually add salt with **preserve pork**.

---



aroma

---

- **A distinctive, typically pleasant smell.**
- 

Example : A pleasant **aroma** wafted into the air and there were smiling faces all around.

---



bean curd

---

- **Another Term For Tofu.**
- 

Example : I like the smelly **bean curd** very much.

---



## Cultural Schemata

Let's take a look at how to Celebrate the Dragon Boat Festival in China.

- Dragon boat racing is a traditional pastime. Twenty-two crew members sit on a long dragon-shaped ferry boat, and the competition time can reach 2000m.
- Eating zongzi. People make glutinous rice into a pyramid shape, which is stuffed with different kinds, and then wrapped in bamboo leaves or reed leaves.
- Drinking realgar wine. Realgar wine is a white wine flavored with realgar.
- Put five bright decorative rings on children's wrists, ankles, and necks that can help children avoid pests.
- Wearing a sachet. Parents usually let their children wear sachets. Sachets are small bags sewed with a colored silk cloth, then filled with perfume or herbs, and finally tied them with silk thread.
- "Driving away from the five poisonous creatures." Residents strive to get rid of poisonous pests, including scorpions, lizards, snakes, centipedes, and toads.

## Focus Questions

Discuss the following questions in pairs or in group.

1. Do you know the origin of the Dragon Boat Festival ?
2. How does your family celebrate the Dragon Boat Festival?
3. Do you know any special ways to celebrate Dragon Boat Festival?

### III. During- Reading Activities:

15

Read the following passage silently and answer the questions.

#### Dragon Boat Festival: Zongzi across China

Every time the Dragon Boat Festival, everyone eats zongzi, which is rice dumplings wrapped in bamboo leaves. Although people all over the country eat rice dumplings on this day, because of different local eating habits and customs, zongzi also have their own styles. Let's take a look!

Cover or  
enclose in  
paper or soft  
material.

Let's start with Beijing. The most common filling is made from red beans or dried jujube, the dried Chinese red date. Add sugar to dried jujube, red beans boiled and simmer into the mud. Some places in North China use glutinous yellow millet instead of glutinous rice. Nowadays, some people use purple rice instead of white rice.

A fast-  
growing  
cereal plant.

In some areas of Fujian, Guangdong, and Guangxi Zhuang autonomous region, people have a step of soaking glutinous rice before making it. To make it honey-colored and soft.

Self-  
government.

People in Sichuan use chili powder and dried pork to make spicy zongzi. When it happens in Suzhou, the local people add a piece of pork fat into it to let it emit a unique aroma. Generally, zongzi is wrapped with bamboo leaves or reed leaves. But in Hainan, people use banana leaves instead.

A tall plant with  
long leaves that  
grows in water or  
on swamp.

When Taiwanese make dumplings, there are bamboo shoots, dried mushrooms, and dried bean curd.

However, China's most famous zongzi comes from Hangzhou and Jiaxing in Zhejiang and has become a national standard. In Hangzhou, the salty taste is made with fresh pork seasoned with soy sauce. Besides, they use a piece of pork fat to make it more delicious. Jiaxing zongzi use chicken and "eight treasure" filling, such as the pickled egg yolk. But the most popular is still fresh pork zongzi. The meat is taken from the best parts and marinated with sugar, soy sauce, and Chinese white wine to give it a sufficient flavor. Then wrap it in bamboo leaves and boil.

The yellow internal part of an egg.



soak in a sauce.



## Reading Comprehension :

Read the passage and choose the right options.

1. What Zongzi in Beijing most commonly stuffed with?  
A. Pork B. Jujube C. Chili
2. What color is millet?  
A. Brown B. Purple C. Yellow
3. Which of the following is not the purpose of soaking glutinous rice?  
A. Make it glassy B. Make it soft C. Make it swell
4. Where do the Zongzi have dried bean curd?  
A. Taiwan B. Sichuan C. Guangxi
5. Which word can replace marinated in the article?  
A. Immerse B. Soak C. Bathe

## Reading Comprehension :

Read the passage and choose True (T) and False (F)

- T F (1) In Hainan, banana leaves can be used to wrap instead of bamboo leaves.
- T F (2) There is no chili in zongzi in Sichuan.
- T F (3) The zongzi in Hangzhou and Jiaxing is the most famous in China.
- T F (4) Zongzi can also be marinated with white wine.

## Reading Comprehension :

Match the places with correct description.

**Guangxi**

- Zongzi is made from bamboo shoots, dried mushrooms and dried tofu.

**Sichuan**

- You can have two kinds of sweet zongzi and salty zongzi here.

**Beijing**

- You can eat zongzi made of glutinous rice of yellow, purple and white colors.

**Hangzhou**

- Zongzi is made with fresh pork flavored with sugar, soy sauce and Chinese white wine.

**Taiwan**

- Candied or dried jujubes are essential ingredients.

**North China**

- People soak glutinous rice in water before making it.

**Jiaxing**

- People use chili powder and preserved pork to make zongzi.

## Using Bloom's Taxonomy :

**Write down three facts about the story.**

---

---

---

---

**What part of the story was the most interesting?**

---

---

---

---

---

**If you were asked to introduce Dragon Boat Festival to a foreign friend, how would you introduce it?**

---

---

---

---

# Writing Prompt

20

## Writing Exercise :

Retell the process of making Zongzi by following the given outline.

**Ingredient preparation :**

**Bamboo leaves**

**Glutinous rice**

**Red jujubes**

**white glutinous rice soaked in water**

**The day before**



**Clean the bamboo leaves**

**Marinated red jujubes with sugar**



**Putting  
together**

**Fold the bamboo leaves  
Wrapped into the shape  
of the corners**

**Use the rope layer  
upon layer**



**Boiling them in the boiler**



---

---

---

---

---

---

---

---



# LESSON 2

## Places of Interest

### Lead-in



**Longmen Grottoes**



**Classical Gardens  
of Suzhou**



**Emperor Qin  
Shihuang's  
Mausoleum**



**Hangzhou West Lake**



**Forbidden City**



**Ancient City of Pingyao**



**Great Wall**



**Summer palace**



## Warm-Up

Choose the best answer to each of the following questions.

---

**1. By 2019, how many Chinese sites had been placed on the World**

**Heritage List issued?**

- A. 55                      B. 57                      C. 45                      D. 47

**2. Which of the following places of interest is NOT involved in the**

**World Heritage List ?**

- A. Longmen Grottoes  
B. Classical Gardens of Suzhou  
C. Yu Garden in Shanghai  
D. Peking Man Site at Zhoukoudian

**3. Which of the following properties is inscribed on the World**

**Heritage List in 2019 ?**

- A. Imperial Tombs of Ming and Qing Dynasties  
B. The Grand Canal  
C. Archaeological Ruins of Liangzhu City  
D. Ancient City of Pingyao

## II. Pre- listening Activities:

### Introduction:

Since China joined the International Convention for the Protection of World Cultural and Natural Heritage in 1985, by September 2019, the number of China's world heritage sites had increased to 55. Among them, 37 are Cultural Heritage, 14 are Natural Heritage, and 4 are Cultural and Natural (mixed) Heritage, ranking first in the world. Here are some iconic places on the list.

### Cultural Schemata

Let's take a look at scenic places in the Summer Palace.



**Kunming Lake**



**Pavilion of Buddhist**



**Longevity Hill**

Let's take a look at ten scenic places in the West Lake.



**Causeway of Su**



**Winding Garden**



**Mountain peaks**



**Calm Lake**



**Three pools**



**Flowery Pond**



**Broken bridge**



**Leifeng Pagoda**



**Evening bell ringing at Nanping hill**



**Willow Bank**



Let's take a look at the new vocabulary you may not know.



culmination

- **The highest point of something, especially as attained after a long time.**

Example : It is the **culmination** of at least a year's work and investment.



subsequent

- **Coming /Following after something in time.**

Example : The car park is a very important part of that effort and is vital to its **subsequent** success.



incorporating

- **Take in or contain (something) as part of a whole.**

Example : add the cheeses and butter and process briefly **incorporating** them.



epitomize

- **Be a perfect example of.**

Example : She cites one example which, she says, **epitomizes** the spirit of the club's members.



pagoda

- 
- **The Buddhist temple or sacred building.**
- 

Example : The **pagoda** is reflected upside down in the water.

---



pavilion

- 
- **A building or similar structure used for a specific purpose.**
- 

Example : Center stage is a **pavilion** surrounded by gardens.

---



causeway

- 
- **Road or track across low or wet land.**
- 

Example : At the end of the **causeway** the road started to slope upwards.

---



testimony

- 
- **Formal written or oral statements, especially statements made in court.**
- 

Example : The museum at the department and several other achievements are **testimony** to his proficiency.

---

### III. During- listening Activities:

27

Listen to the following dialogue at normal speed and answer the questions.

## World Cultural Heritage in China

*Adapt from Chinese Heritage Sites and their Audiences: The Power of the Past. (By Rouran Zhang)*

### The Summer Palace

The Summer Palace in Beijing integrated many traditional halls and pavilions into the Imperial Garden conceived by Qing Dynasty Emperor Qianlong as Clear Ripple Garden. The Summer Palace uses the Kunming Lake and Longevity Hill, the former reservoir of the Yuan Dynasty's capital, as the basic framework. It combines political, residential, and recreational functions in the lake and mountain landscape to balance human and nature. As the culmination of hundreds of years of royal garden design, the Summer Palace has had an impact on the art and culture of Asian gardens that followed.

The Summer Palace in Beijing is an outstanding embodiment of the creative art of Chinese garden design, blending the perfect fusion of human and nature. The Summer Palace is the epitome of Chinese garden design philosophy, and practice played a crucial role in the development of this cultural form throughout the East. The Imperial Garden, shown in the Summer Palace, is a powerful symbol of one of the world's major civilizations.

A natural landscape garden located in the west of Yuanmingyuan, combining water and mountains.

Natural lake where converged by many rivers in the suburbs of Beijing.

The mountain was renamed to celebrate the emperor's longevity.

## The West Lake

Since the 9th century, the cultural landscape of West Lake in Hangzhou, has inspired famous poets, scholars, and artists. It includes numerous temples, pagodas, pavilions, gardens, and ornamental trees, as well as causeways and artificial islands.

The three sides of the West Lake are surrounded by “cloud-capped hills”, and the fourth side is surrounded by Hangzhou. Since the Tang Dynasty, its beauty has been praised by artists. Since the Song Dynasty, the scenic spots named after poetry have been determined to have idealized classic landscapes, reflecting the perfect fusion of man and nature.

Over the centuries, West Lake has influenced the design of gardens in other parts of China as well as Japan and South Korea has witnessed the landscape cultural traditions, creating landscapes that reflect the harmony between people and nature.



## Listening Comprehension :

Complete the following statements with words taken from the text. Write **ONE TO THREE WORDS** for each sentence.

- 1) According to the passage, the number of world heritages sites in China has increased to \_\_\_\_\_.
- 2) \_\_\_\_\_ shown in the Summer Palace is a powerful symbol of one of the world's major civilizations.
- 3) It combines political, residential, and recreational functions in the lake and mountain landscape to balance \_\_\_\_\_.
- 4) \_\_\_\_\_ West Lake are surrounded by “cloud-capped hills”, and the fourth side is surrounded by Hangzhou.
- 5) Over the centuries, West Lake has influenced the design of gardens in other parts of China as well as \_\_\_\_\_.



## Group Discussion Exercise:

**Suppose you are working in a travel agency. Here are a few groups of visitors who haven't decided which place to visit. Select one place from the passage you've just read and recommend it to each group of tourists.**

**Discuss the in pairs or in group.**

Group 1: A German family with a 12-year-old boy. The father is a historian who is in interested in the culture of the Ming and Qing Dynasties.

Group 2: A group of college students from the United States majoring in Ancient Architecture, and some of them are fond of Chinese imperial garden design.

Group 3: 20 retired secondary school teachers who plan to go sightseeing in a relaxing lakeside city with gorgeous scenery.

Group 4: Buddhist disciples from Taiwan, China. One of them is a photographer who is interested in Buddhist art.




























	Recommended Places	Major Attractions
Group 1		
Group 2		
Group 3		
Group 4		

## Mini-pedia:

### Chinese Sites Inscribed on the World Heritage List (by 2019).

The World Heritage List is aimed at promoting cooperation between cultures and making positive contributions to the reasonable protection and restoration of the heritage of all mankind. UNESCO participates in the selection, management and protection of world heritage.

 Cultural Site  Natural Site  Mixed Site			
 Imperial Palaces of the Ming and Qing Dynasties in Beijing and Shenyang	 Mountain Resort and its Outlying Temple, Chengde	 Imperial Tombs of the Ming and Qing Dynasties	 Mount Sanqingshan National Park
 Mausoleum of the First Qin Emperor	 and Cemetery of Confucius and the Kong Family Mansion in Qufu	 Longmen Grottoes	 Mount Wutai
 Mogao Caves	 Lushan National Park	 Mount Qingcheng and Dujiangyan Irrigation System	 China Danxia
 Mount Taishan	 Mount Emei Scenic Area, including Leshan Giant Buddha Scenic Area	 Yungang Grottoes	 Historic Monuments of Dengfeng in “Center of Heaven and Earth”

<div>  Cultural Site            Natural Site            Mixed Site         </div>			
 Peking Man Site at Zhoukoudian	 Ancient City of Pingyao	 Three Parallel Rivers of Yunnan Protected Areas	 West Lake Cultural Landscape of Hangzhou
 The Great Wall	 Classical Gardens of Suzhou	 Capital Cities And Tombs of The Ancient Koguryo Kingdom	 Chengjiang Fossil Site
 Mount Huangshan	 Old Town of Lijiang	 Historic Center of Macao	 Site of Xanadu
 Huanglong Scenic and Historic Interest Area	 Summer Palace and Imperial Garden in Beijing	 Sichuan Giant Panda Sanctuaries	 Cultural Landscape of Honghe Hani Rice Terraces
 Jiuzhaigou Valley Scenic and Historic Interest Area	 Temple of Heaven: An Imperial Sacrificial Alter In Beijing	 Yin Xu	 Xinjiang Tianshan
 Wulingyuan Scenic and Historic Interest Area	 Dazu Rock Carvings	 Kaiping Diaolou And Villages	 Silk Roads: The Routes Network of Chang'an Tianshan Corridor
 Ancient Building Complex in the Wudang Mountains	 Mount Wuyi	 South China Karst	 The Grand Canal
 Historic Ensemble of The Potala Palace, Lhasa	 Ancient Villages In Southern Anhui- Xidi and Hongcun	 Fujian Tulou	

## II. Pre- Reading Activities:

### Introduction:

Located in the southern part of Anhui Province, Huangshan Mountain is famous for its strange-shaped pine trees, strange rocks, clouds, and hot springs.

There is a saying in ancient times: "It is not worth seeing the Five Great Mountains if you have been to Huangshan Mountain." In ancient China, Huangshan was regarded as the most lovely mountain in the country in art and literature. Today, the mountain still attracts pilgrims to come here.



**The Mercy Light Temple**



**Grotesque Pine Tree**



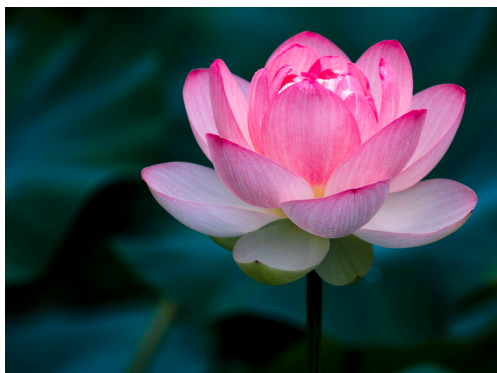
**The Bright Summit**



**The Cloud Gate Peak**

# Vocabulary

Let's take a look at the new vocabulary you may not know.



lotus

- **Large water lily.**

Example : With a larger pond, you can have lilies or tiger **lotus**.



clung

- **Hold on tightly to.**

Example : The fish **clung** to the line of the weed.



cliff

- **A steep rock face, especially at the edge of the sea.**

Example : The other day, walking below on the edge of the **cliff**, we saw a rock wallaby at the side.



monk

- **Members of religious groups.**

Example : To live like a **monk**.





trail

- 
- **A beaten path through rough country.**
- 

Example : There are marked **trails** all around the mountains.

---



gruel

- 
- **Soft liquid food made by boiling oatmeal or other meal.**
- 

Example : She found just enough ingredients to cook up a decidedly thin **gruel**.

---



ravine

- 
- **A deep, narrow gorge with steep sides.**
- 

Example : The area where the accident happened is a narrow **ravine** behind village.

---



precipice

- 
- **A very steep rock face or cliff, typically a tall one.**
- 

Example : We were all financially scrambling on the edge of a **precipice**.

---

### III. During- Reading Activities:

36

Read the following passage silently and answer the questions.

## A Visit to Huangshan Mountain

*Adapt from Xu Xike's Travels( Translated By Xiuhai Jia)*

It was a fine day. I decided to go past the Mercy Light Temple. After I engaged a guide, we began to ascend the mountain from the left side, each with a bamboo stick in hand. I saw **peaks** ahead winding around each other, with stone steps between them covered with snow, looking like a thread of white jade. Standing among the luxuriant growth of trees and shrubs, I looked up to see a huddle of peaks, with only the Celestial Capital Peak towering to the sky. My guide followed my footsteps until we reached a clearing, where we could see the Lotus Peak and the Cloud Gate Peak, both of which looked like guardians of the Celestial Capital Peak, **vying** with each other in beauty and grandeur. I made my way across the two peaks, where grotesque pine trees clung precariously to high and steep cliffs.

the top of  
a  
mountain.

compete  
eagerly with  
someone in  
order to do  
or achieve  
something.

From among the pine trees and rocks, there emerged a group of monks who seemed to have come down from the sky. They approached us slowly and said in chorus with joined palms. Then they added, "All of us from the temples on the southern side have struggled our way down the mountain. The paths on the northern side are still blocked except the one to Lotus."



After the monks went away, I resumed climbing from one side of the Celestial Capital Peak and went down from a pathway between the peaks. I headed eastwards and could see a trail to the Lotus Cave. As I was eager to climb the Bright Summit and the Stalagmite Stone **Ridge**, I headed northwards along the Lotus Peak. After a few ups and downs, I reached the Heavenly Gate. I saw two cliffs standing side by side with a gap in between, only wide enough for one man to pass.

a long narrow hilltop, mountain range, or watershed.

I continued to climb until I reached the top of the Sky-high Stone Ridge. The Bright Summit jutted up from the ridge, **soaring** to the sky. The ridge led to the northern side down below. The southern side of the Sky-high Stone Ridge was called the Front Sea and the northern side was called the Rear Sea. I was eager to climb the Bright Summit the moment I reached the Sky-high Stone Ridge.

fly or rise high in the air.

As hunger struck me, I went downhill towards a temple behind the ridge. When I entered the temple, I saw all the monks sitting on a rock facing the south. The head monk Zhikong saw that I looked hungry and offered me some gruel.

I reached the top of the Bright Summit, where I saw the Celestial Capital Peak and the Lotus Peak standing side by side before me the Green Hill and the Gate of Three Seas encircling its backside. Down below were extremely high precipices and perpendicular peaks lying side by side on a ravine, the Prime Minister's Col. I climbed the rock sideways and perched at its top, each commenting on the beauty of the magnificent views from our own perspectives.

Lunch was ready when we were turned to the temple. After lunch, I headed north and climbed a mountain ridge. I found myself before a Buddhist temple named the Lion Forest Temple. Looking up at the northern side, I saw a stretch of mountain peaks running continuously, vying in beauty and grandeur. I walked along the two peaks and came to the western side. Suddenly the continuance of the cliff was broken by a gap, with a plank laid across. As there was a pine tree above it, I could walk to the other side by holding onto the branches. This was the so-called Usher Cliff. I thought I would rather sit on the rocks than stand on the plank to enjoy more of the magnificent scenery down below by taking a bird's-eye view.

a long, thin, flat piece of timber, used in building and flooring.

I reached the Stalagmite Stone Ridge, which stretched on in a slanting way, with its two cliffs on opposite sides suspending over the col. A peak rose abruptly from one side of the ridge, with grotesque rocks and pine trees on it. I started to go down to the Stalagmite Stone Ridge. Seeing the pine trees catching the light from the setting sun and believing that it foreboded a clear sky the next day, I went back to the Lion Forest Temple cheerfully. Looking to the west, I saw a shade of green and wondered whether it was the shadow of the mountain peaks.

act as a warning of .

## Reading Comprehension :

The left column in the table below contains the places Xu Xiake visited during his Huangshan trip. The right column includes the scenery he enjoyed in each place. Fill in the following table by referring to what you have read in the text.

Places Xu Xiake Visited	The View
Went past the Mercy Light Temple.	peaks ahead winding around each other, with stone steps between them covered with snow.
Stood among the luxuriant growth of trees and shrubs.	1) _____
Reached a clearing.	the Lotus Peak, the Cloud Gate Peak, the Celestial Capital Peak
Went across 2) _____ and 3) _____.	grotesque pine trees
Resumed climbing from one side of the Celestial Capital Peak and went down from a pathway between the peaks.	a trail to the Lotus Cave
Headed northwards along the Lotus Peak.	—
Reached 4) _____.	two cliffs standing side by side with a gap in between, only wide enough for one man to pass
Reached the top of 5) _____.	the Bright Summit, the Front Sea, the Rear Sea, the Celestial Capital Peak, the Lotus Peak
Went downhill to a temple behind the ridge for food.	—
Reached the top of the Bright Summit.	the Celestial Capital Peak, the Lotus Peak, the Green Hill, 6) _____, high precipices and perpendicular peaks, the Prime Minister's Col, a huge rock, grotesque pine trees

Climbed the rock sideways and perched at its top.	—
Returned to the temple for lunch.	—
Reached a Buddhist temple named 7) _____.	two giant peaks in the north
Walked along the two peaks and came to the western side.	8) _____
Passed the Usher Cliff.	the magnificent scenery down below
Reached 9) _____.	a peak rose abruptly from one side of the ridge, with grotesque rocks and pine trees on it
Started to go down to the Stalagmite Stone Ridge.	10) _____ catching the light from the setting sun
Went back to the Lion Forest Temple.	a shade of green in the west

## Reading Comprehension :

Discuss with your partner and circle in the map the scenic spots of Huangshan Mountain in the box below.

### TOURIST MAP OF HUANGSHAN



- A. The Celestial Capital Peak
- B. The Lotus Peak
- C. The Cloud Gate Peak
- D. The Bright Summit
- E. The Stalagmite Stone Ridge
- F. The Mercy Light Temple

## Mini-pedia:

### The Five Great Mountains in China.

**The Five Great Mountains refers to five of the most renowned mountains in China. Since the early periods in Chinese history, they have been the ritual sites of imperial worship and sacrifice by various emperors.**

**East Great Mountain: Mount Tai (Tranquil Mountain), Shandong Province**

**West Great Mountain: Mount Hua (Splendid Mountain), Shaanxi Province**

**South Great Mountain: Mount Heng (Balancing Mountain), Hunan Province**

**North Great Mountain: Mount Heng (Permanent Mountain), Shanxi Province**

**Center Great Mountain: Mount Song (Lofty Mountain), Henan Province**

# Writing Prompt

43

## Writing Exercise :

The following is a poem praising Hangzhou West Lake, which has been rewritten in English. This poem is a description of the beauty of West Lake. Please try to retell the Chinese version.

Praising West Lake in the Rain

Shimmering water on sunny days,

Blurred mountains through rainy haze.

West Lake is like the beauty, Xizi,

With light or heavy makeup, always beautiful!

The brimming waves delight the eyes on a sunny day,

the dimming hills present rare view in a rainy haze.

West Lake may be compared to the Lady of the West,

whether she is richly adorned or plainly dressed.

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# LESSON 3

## Myths and Legends

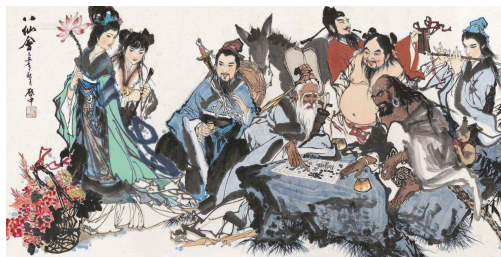
### Lead-in



Pan'gu



Chang'e



The Eight Immortals



Nüwa



Houyi



Kuafu



Sui



Phoenix



## Warm-Up

**Match the mythical figures in the pictures with their stories by putting each of the names in the corresponding cell.**

Names	Stories
	one of the four Chinese auspicious and mythical beasts, along with the Chinese dragon, tortoise and Qilin (kylin)
	a god who broke through the chaos and created the world
	a god who drilled the wood to make a fire
	a goddess who mended the sky and created humans
	wife of the legendary hero Houyi and later inhabited the Moon Palace with the Jade Rabbit and the woodcutter Wu Gang
	a god who chased the sun
	a group of legendary Taoist immortals
	a great archer who shot down nine extra suns

## II. Pre- listening Activities:

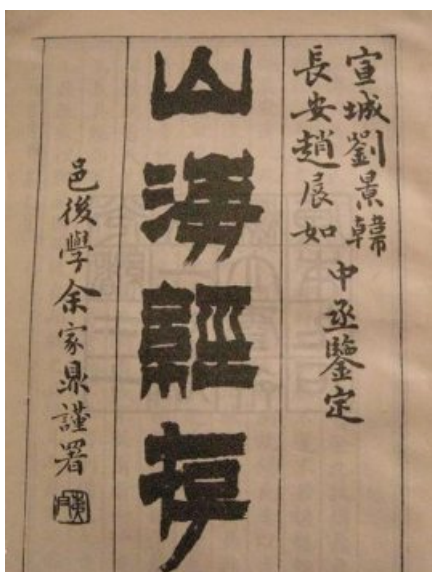
### Introduction:

In Chinese mythology, we refer to the myths that are recorded and disseminated in current China. It should include not only the myth spread by the Han people but also the myth spread by the other 55 nations living in this vast area. Since almost every ethnic group has its own mythological gods and stories about their creative behaviors, there is no comprehensive and comprehensive "Chinese mythology" supported and spread by the entire Chinese people.



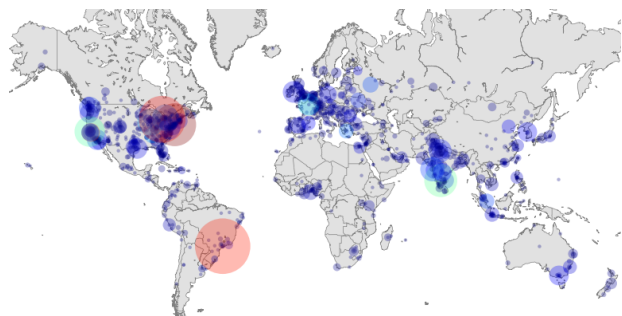
## Cultural Schemata

*Shanhaijing* (The classical of mountains and seas ): A Gem of Ancient Chinese Myths



# Vocabulary

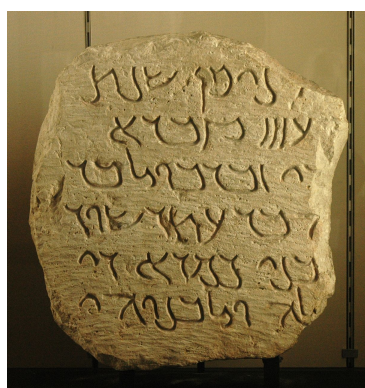
Let's take a look at the new vocabulary you may not know.



scatter

- **Throw in various random directions.**

Example : The roar made the dogs **scatter**.



inscription

- **Words inscribed, as on a monument or in a book.**

Example : The **inscriptions** on the dials of the clock tower were no longer legible.



vessel

- **A ship or large boat.**

Example : It took little more than a minute before all of the creature was contained in the little **vessel**.



literati

- **Well-educated people who are interested in literature.**

Example : The story appears to have been popular among the **literati** of the Heian period.

### III. During- listening Activities:

Listen to the following dialogue at normal speed and answer the questions.

## A General Introduction to Chinese Mythology

*Adapt from Lihui Yang, Deming An*

1. The earliest written records of ancient mythology date back to about 3,000 years ago. Recently, researchers discovered a bronze vessel whose history can be traced back to the 9th or 8th century BC, the mid-Western Zhou Dynasty. The inscription at the bottom of the vessel is composed of 98 Chinese characters, praising the achievements of the mythical hero Yu. It tells that Heaven commands Yu to spread to the earth, so the earth bypasses all mountains, cuts down trees in the forest, deepens the oceans and rivers, and drains all water from the earth into the sea. The inscription shows the skill of using Chinese characters to record myths. In addition, it also stated that at least until the middle of the Western Zhou Dynasty, myths about heroes were able to spread and were historically turned into legends about great heroes.

2. In China, there is no sacred history like the Bible or the Koran, nor were there any literati or shamans who collected myths from the oral tradition and compiled them into systematic and integrated mythology.

Islamic classical scriptures.



an anthology of Chinese poetry traditionally attributed mainly to Qu Yuan and Song Yu.

3. On the contrary, ancient Chinese myths are usually distributed in various written materials and scattered forms. Among them, Shanhaijing, Chuci, and Huainanzi are considered to be the main reservoirs of ancient Chinese mythology.

4. Myths are neither static nor separate from society. On the contrary, their existence and spread are profoundly affected by their social and cultural background. On the other hand, those myths that have been passed on for thousands of years and contain Chinese philosophy, art, beliefs, customs and value systems have also had a major impact on Chinese society and culture.

An ancient Chinese text consists of a series of papers, which were drawn from a series of academic debates held by [Liu An](#).

Listening Comprehension :

Each of the following six statements contain information given in one of the paragraphs(1-4) in the text. Identify the paragraph from which the information is derived. You may choose a paragraph more than once, and you may choose the introduction as 5.

Statement	Paragarph
1) The recently uncovered “Suigongxu” is an ancient vessel which records the historical myths of the great hero Da Yu who controlled the flood.	
2) Chinese myths are a vital part of Chinese culture.	
3) Unlike western mythology, ancient Chinese mythology is usually scattered in various written materials in a scattered form.	
4) Chinese mythology refers to myths transmitted by people of all fifty-six ethnic groups living in China.	
5) Shanhaijing, Chuci, and Huainanzi are important sources of ancient Chinese myths.	
6) The system of Chinese mythology is not integrated and homogeneous.	

Compare Western and Chinese mythologies by completing the following chart based on your understanding of the text. Move the tags on the left into the corresponding category and supplement with examples. The first one has been done for you.

tags

sacred canon

people who collected and compiled mythology

books with miscellaneous subjects but containing many myths

Western mythology

sacred canon  
e.g., the Bible,  
the Koran

Chinese mythology

## Mini-pedia:

The Classic of Mountains and Seas is an ancient book of the pre-Qin period, which contains many ancient Chinese myths. This book is an important resource for studying history, folklore, ancient geography and science and technology. Due to the age, the author, editor and writing date of this book are difficult to determine.

The Classic of the Mountains and Seas is divided into 18 sections, including 5 sections of Mountain Classics, 8 sections of Sea Classics, 4 sections of Classics of the Great Wilderness and 1 section of Classics of Regions within the Seas. It records the scenery, myths, special products, witchcraft, religious beliefs, folk medicine and customs of more than 100 small states, covering a wide range of areas from south to the north, from the east to the west.

The Classic of the Mountains and Seas records many ancient Chinese myths, including the first living creature and the creator of all giants. These stories are widely spread from generation to generation in China.

The Classic of the Mountains and Seas had a significant impact on Chinese literature. Both Shi Jing (The Book of Songs) and lots of outstanding poems, legends and novels in old age were based on myths in The Classic of the Mountains and Seas, and have been adapted and created. Among the most influential and widely disseminated works are Fengshen Yanyi (The Creation of the Gods) and Journey to the West of the Ming Dynasty and Flowers in the Mirror of the Qing Dynasty, and especially Chu Ci (The Songs of Chu). A large number of ancient myths and stories are recorded. In addition, Taoist classics such as Laozi, Zhuangzi and Huainanzi borrowed and philosophized the ancient myths to a great extent.



## II. Pre- Reading Activities:

### Introduction:

Nüwa is briefly mentioned in several ancient Chinese texts, *A Classic of History* (8th century BC), *A Classic of Mountains and Seas* (3rd century BC), and *Questions of Heaven* (4th century BC). In addition, many images of Nüwa have been uncovered on ancient Chinese bronze sculptures and paintings. Like many of the early Chinese gods, Nüwa was half animal, half divine. Most often, Nüwa had the face and arms of a human but the body of a snake or dragon. She could change her shape at will. Modern Chinese books prefer to show her as a beautiful woman.

## Cultural Schemata

### *The meaning of Nüwa*

In ancient times, Chinese women did not seem to have their own social status. However, their roles as mothers and wives are very strong. Since women usually live longer than their husbands, they often talk to themselves and run the family after the death of their spouse. Even politically, several women (empresses) became extremely powerful after the death of their husband emperor.

Although most gods are male, Nüwa was a very powerful female goddess in early mythology. She created humans and was responsible for restoring heaven.



# Vocabulary

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Let's take a look at the new vocabulary you may not know.



fur

- **The short, fine, soft hair of certain animals.**

Example : She is all bundled up in her **fur** coat, hat, gloves and scarf..



fin

- **A flattened appendage on the parts of the body of many fishes.**

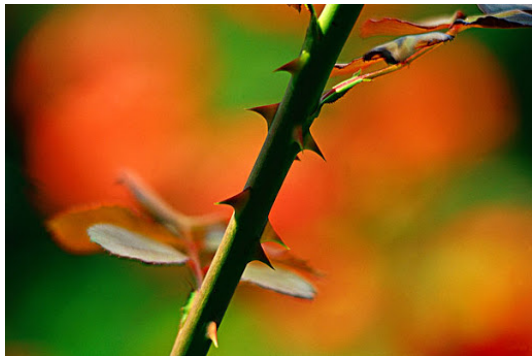
Example : Then we saw the triangular **fin** of what appeared to be a shark.



hoof

- **The horny part of the foot of a horse.**

Example : She heard the clopping of horse **hooves** but she didn't know where it was coming from.



sting

- **A small sharp-pointed organ.**

Example : Her face was covered in wasp **stings**.



- 
- **Timber sawn into rough planks.**
- 

Example : Natural beauty is integral to every piece of redwood **lumber** .

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slither

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- **Twist smoothly on the surface.**
- 

Example : With inner-race rotation **slingers** should be provided to throw the oil back into the bearing .

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### III. During- Reading Activities:

Read the following passage silently and answer the questions.

#### Nüwa Creates People

*Adapt from Irene Dea Collier*

Nüwa accidentally fell into this vibrant world while traveling. The earth is full of life. Wherever she went, she found a more wonderful creature than before. She saw various types of fur and fins, feathers and scales, horns, hooves, and stinger. Animals shrink, crawl, and glide on the ground. They jump, dart, and roll in the sea. Hyacinths smell like jasmine and wrap the whole world with perfume.

a bulbous plant of the lily family.

But when she explored, she found it to be empty. Nüwa feels lonely; she hopes the world is full of thinking and laughing creatures like her.

The river stretched out in front of her, and the waves beat the shore. Cloudy green waters leave thick yellow rim along the river bank. The cold, sticky mud deposited by the river was perfect for her task. She rolled the moist clay into a doll, like its head, shoulders, chest, and arms. She hesitated about the lower body. Because the goddess often changes the shape of her lower body to be able to bypass the ocean and heaven quickly. Finally, she decided to give legs to the new creature so that it could both walk on land and paddle in the sea.

the upper or outer edge of an object.

Every creature was different so that the goddess could recognize her creations. Then, as she breathed on each doll, it suddenly jumped to life.

Nüwa was very happy with her craft, so she wanted more. But she needed a faster method. Nüwa rolled up his sleeves along the riverbank, cut off the reeds, and dipped them into the mud in the river like a spoon. Skillfully, she flicked her wrist and dropped blobs mud on the ground. When they dried, she took a big breath of air in each spot, and immediately they turned into round smiling creatures.



a drop of a thick liquid.

Although she loves her new work, she knows that she cannot monitor these people every second. What happens when these creatures grow old and die? Without her, how do these creatures reproduce?

She poked lightly, turning some clay creatures into males and some of them into females. Then she began to deliver her most important instructions. When Nüwa spoke, people listened to her solemnly. She talked about the importance of marriage and the mutual obligations between husband and wife. She told them how to raise children. She wanted them to live a long and happy life on earth.



jab or prod (someone or something), especially with one's finger.

To this day, people are still getting married and lighting up the world with their children, just as the little dancing dolls created by Nüwa.

## Reading Comprehension :

Put the following events in the right order according to the myth.

(A) Nüwa made a doll out of damp clay and gave it a head, shoulders, chest, arms and legs.

(B) The world seemed to be empty and lonely to Nüwa, who wanted to fill it with thinking and laughing creatures like herself.

(C) Having expressed her wish, Nüwa left in a heavenly chariot.

(D) The world is vibrant with trees and mountains, flowers and fruits, streams and hills, birds and beasts.

(E) She made dolls of different shapes, colors and appearances and they came to life with her breath.

(F) She turned some of the creatures male and others turned female and told them how to raise children.

(G) Nüwa, who accidentally travelled to the earth, marveled at every creature she came upon.

(H) With the help of a reed, Nüwa made more dolls in a quicker way.

### How does Nüwa create people?

Correct order: ( D ) → ( ) → ( ) → ( ) → ( ) → ( ) → ( ) → ( )

**Answer the following questions.**

1) What are the two ways that Nüwa created human beings?

---

2) Why did she want her creations to make their own children?

---

3) Why was it important for the goddess to make each mud doll different?

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## Reading Comprehension :

The following sentences are taken from the text. Key word is used in the first sentence and action verbs are used in the second and third to describe different animals Nüwa saw when she stumbled on the earth. Read them again. What animals did Nüwa possibly see?

She saw various types of fur and fins, feathers and scales, horns, hooves and stinger. Creatures shrink, crawl and glide on the ground. They jump, dart and roll in the sea.

Part	Action	Whole	Examples
fur		animals with fur	dog, tiger, lion, rabbit, fox, seal, etc.
fin		_____	_____
feather		_____	bird, peacock, ostrich, _____
scale		_____	_____
horn		animals with horn	_____
hoof		_____	_____
stinger		_____	_____
on the earth	lumber	animals that move in a heavy and clumsy way	_____
	crawl	_____	_____
	slither	_____	_____
in the sea	jump	_____	_____
	dart	_____	_____
	roll	animals that live in the water and stir water when they move	_____

## Mini-pedia:

### Descendants of Emperors Yan and Huang

**Descendants of Emperors Yan and Huang or Yan Huang Zi Sun is an ancient Chinese noun that refers to the Han people and certain minorities.**

**Both Yan Emperor and the Yellow Emperor were the ancestors of the Huaxia people. Legend has it that they both came from the same clan, but later they became enemies and fought each other. In the end, the Yellow Emperor defeated the Yan Emperor, and the people of the two countries gradually absorbed each other's culture and became known as the Chinese people. A few centuries later, China developed into a Han Chinese, which is the majority of Chinese today. Emperor Yan and Emperor Yan are both the founders of Chinese civilization.**



**Emperor Yan**



**Emperor Huang**



## Useful Expressions:

### English expressions of Chinese myths and legends

the creation of the world; genesis; advance with giant strides

descendants of Emperors Yan and Huang

a mythical bird Jingwei tries to fill the ocean with twigs and pebbles

Eight immortals cross the sea with their unique divine capabilities; each of the people referred to uses his or her unique talents to achieve his or her goal.

Nüwa mending the sky

Kuafu chasing the sun

a persistent spirit triumphs over mountainous tasks; Where there's a will, there's a way.

the cowherd and the weaving maid

Chang'e flying/ascending to the moon

Carp leaps over the dragon gate (and transforms into a dragon); successfully passing civil service examinations in Imperial China

The Temple of the Dragon King was washed away by a flood; someone did not recognizing his kinsfolk.

The second day of the second lunar month is (special time for the Han people) Dragon Head Raising Day.

With whole-hearted dedication, gold and rock will crack open.



**THE END**